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ABSTRACT

This publication of the National Center for Educational Research of Egypt describes the status of education in Egypt in 1979, with respect to administration, structure, the educational ladder including university education, as well as the quantitative side of education. It also briefly presents the historical background of Egyptian education, its past development, and the influence of prevailing circumstances. This publication consists of eight sections: (1) Historical Background: (2) Objectives of Education: (3) Educational Administration: (4) System of Education: (5) Post-secondary Education: (6) Teacher Education and Training: (7) New Trends in Education: and (8) Cultural Cooperation on the Arab and International Level. A preface by the Egyptian Deputy Minister of Education is also included. (HM)

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Arab Republic of Egypt
Ministry of Education
National Center for Educational Research

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EDUCATION IN EGYPT

1979

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VOL. 2

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P R E F A C E

Considering the history of peoples, and the conditions under which cultures in any society emerged and developed, we find that the evolution and advancement of societies, their cultural, social and scientific progress and their economic development have depended - primarily - on their human resources, represented by creative able minds and technical skills, rather than on their natural resources or material potentialities.

Undoubtedly, education is the main power in training individuals, developing their potentialities and preparing them for their creative role to realize the aims of the comprehensive development of their societies.

Education, in order to play this effective role in building the individual and the nation, does not derive its objectives and characteristics from itself, but from the society in which it lives. Its growth and development are governed by the prevailing social, economic and cultural powers and factors.

The positive role of education is not confined to being influenced by the surrounding factors, but it affects them positively and conclusively. Thus, it harmonizes its development with that of society, affecting its path to progress.

This pamphlet, "Education in Egypt", presented by the National Center for Educational Research, briefly records the historical background of our education, its development in the past, how far it was affected by the prevailing circumstances.

The pamphlet handles education as a live activity, dealing with its objectives which are derived from the aims and prospects of the Egyptian society that it serves. Hence, the role of education, with its social and economic functions, stands out.

Naturally, this pamphlet deals with education in Egypt at the present time, with respect to its administration, structure, educational ladder including university education, as well as the quantitative side of education. It shows how, since the July 1952 Revolution, education has taken wide steps, unpreceded in the history of education of modern Egypt. Our education system has turned into a popular one, accessible to millions, so as to face the outburst of a people, who has been looking forward to practising its right for education, in a society of freedom and justice.

About 7 million stu dents are now enrolled in about 13,000 schools and 12 universities. This means that one

citizen out of each six citizens receives education in one stage of education or another. This rate has its humanistic and cultural implications, in addition to its social and economic ones.

In its last section, the pamphlet reviews the endeavours of innovating education in Egypt and the experiments that are going on. It touches on the following points:

Innovations in Curricula, Education and the Environment, Population Education, basic Education, all regarded as the education of the future, as defined by the current strategy of education in Egypt.

Basic Education aims at providing the young citizen, in his first stages of education, with the minimum basic amount of knowledge, skills and patterns of behavior, necessary for aware and productive citizenship.

The pamphlet mentions the Unified Experimental School in which both the primary and the preparatory stages are amagamated into one compulsory stage. It realizes integration in preparing the pupil in the scientific and vocational aspects.

The pamphlet also handles the trend to bridge the gap between the academic and technical schools, by combining them into one school or complex, so as to put an end to the idea of the social distinction between one type of education and another.

In the field of innovation, the pamphlet points to th e one-classroom school as a sort of non-formal education that was established in the 'Nijou' and small villages, in order to absorb dropouts from the primary schools as well as adults who have not had the chance to attend a school.

The pamphlet then moves to the problem of illiteracy as a national issue, and concludes with a hint about cultural co-operation with Arab and friendly countries.

We hope that this pamphlet will give the reader a quick - but clear - idea about Education in Egypt.

Mansour Hussein
Deputy Minister of Ed.
EGYPT

1. Historical Background:

Egypt is the cradle of one of the most ancient human civilizations in the world. Through the three thousan d years of the Pharaonic period, the ancient Egyptians worshipped the 'god of the sun' and believed in resurrection (life after death) and eternity (the continuity of life). They deeply believed in family ties, in peace and in moral values. In fact, the Egyptians have always been keen to settle peace with their neigh bours in order to fulfill progress and welfare economic developments. What helped them to achieve that is th e fact that, since the dawn of history, the Egyptians have known the different branches of science in their applied form. They know engineering and mathematics as represented in building pyramids and temples, chemistry as represented in embalming, irrigation as represented in controlling the Nile waters and in applying the perennial system of irrigation and agriculture as repreeented in the cultivation of grains, linen and fruits. Moreover, they knew technology as represented in the different industries, the models of which fill the Egyptian museum and many of the museums of the world. In the United States, there are more than fifteen museums, having collections of samples of Egyptology, besides the

numerous ancient monuments that are being shipped around the world.

The Greek era in Egypt (from 332 to 31 B.C.) and the Roman era (1st century B.C. to the 7th century A.D.) had a great influence, and Egypt benefited from the advantages of those two civilizations, but it was able to preserve its characteristic cultural style and personality.

In the 7th Century A.D., Egypt became a part of the Islamic Arab World, and Islam and the Arabic language became dominant. Since then, Cairo has become the cultural center in the Muslim world.

Al-Azhar, an institution that is both a Mosque and University, has brought students from Africa and the Middle East to Cairo for more than 1000 years.

Since the beginning of the 19th C. Egypt has established a modern system of Education. The Faculty of Medicine opened its doors in Cairo by the year 1827.Pharmacy, agricultural, engineering and foreign languages high schools were also established. Missions of different branches were sent to Europe. At that time the state concentrated basically on a utilitarian approach of training people for technical and administrative jobs required for building modern Egypt.

In the year 1882, the British troops occupied Egypt for its geographical situation and the temptation of the Suez Canal, the vital waterway between East and West. During the occupation, Education was restricted and it was used as a means to produce white collar civil officials. Contrary to their traditions at home, the British Central authorities controlled education all over Egypt. In 1922, Egypt was given its independence and became free to deal with its internal affairs, among which was education.

The first Egyptian constitution, introduced in 1923, stated that elementary education should be compulsory and free for all Egyptians, males and females. The period after independence was characterized by zealous interest in the expansion and reform of education.

In 1925, an ambitious program aiming at the universalization of Compulsory Education within 25 years was launched. A new type of free five years compulsory school was also introduced, along with the prestigious five year primary school with tuition and a foreign land guage. Until 1952, compulsory Education covered only 45% of the children population.

By the year 1950, Education witnessed a drastic development in various dimensions as a result of the

application of the United Nations' Declaration of Human Rights. The Egyptian policy of Education has been based on rgranting equal opportunities to all the nation classes without any discrimination, to enable each citizen to profit by his equitable share of knowledge.

a) In 1950 Elementary and Primary schools were unified into one school.

b) Tuition fees in secondary schools were abolished. Never in the past history of the country had education witnessed such a wide expansion.

The enrollement figures in primary schools increased from 908,598 pupils in 1949 to 1,102,817 in 1951. In secondary schools they increased from 98,704 to 154,941 in the same years. The Educational budget also increased from about 19 million in 1949 to about 29 million in 1951.

c) It was not also until 1952 that graduates of the various technical schools could proceed to higher education under certain measures.

In 1952, July Revolution broke out. It turned a new leaf in the history of Modern Egypt. Radical changes have been brought about in order to reshape the new

society. Education has been planned in accordance with national targets. The Egyptian constitution of 1956 stated that education is the right of all Egyptians; that the state should supervise public education; that education in its various stages should be free in State Schools. The constitution of 1964 made higher education free as well.

The present constitution of 1971 includes new provisions:

1) The extension of compulsory schooling to post primary stage.

2) Teaching religion as a basic obligatory subject in public schools.

3) The mobilization of all national efforts to eradicate illeteracy as a national duty.

4) The independence of universities and research institutions.

Thereafter, on the following pages the reader finds an attempt to specify the present situation in education in its different aspects.

The Present Situation in Education

In an attempt to specify the present situation in education, the following data are available:

1) Almost 7 million boys and girls are now enrolled in nearly 13,000 schools and 12 universities. That means that one out of each six citizens receives education at a scertain level. This rate has a social and cultural implication in addition to its educational and economic one.

2) There are about 4.3 million boys and girls enrolled in the primary stage, that is 83% of the 6-12 age group which numbers almost 5.6 millions. This means that we have not attained full accomodation in primary education yet. It is hoped that under the 5-year plan it will attain near full accomodation by 1981.

3) Almost 1.5 million boys and girls representing some 50% of the 13-15 age group are enrolled in preparatory education.

4) About 935,000 boys and girls representing nearly 33% of the 16-18 age group are enrolled in the different types of secondary education. Out of those, there are 443,075 in general secondary education, 487,137 in technical secondary education, 40,595 in teacher training institutes and 5437 in the technical five years.

5) Almost 433,000 boys and girls, representing 10% of th e 19-22 age group are enrolled in universities. We have 12 universities, including 148 faculties.

On the followin g pages are the details of the present situation of education, referring to the objectives of education, eductional administration and the system of education.

II. Objectives of Education

It is taken for granted that the objectives of a certain country re derived from the socio-economic and political conditions prevailing in this country. These objectives are defined by the laws and regulations that the educational authorities issue.

The objectives of education in A.R.E. are crystalized as follows:

1) An important feature of our life is that we are building a democratic system, true to life. Thus education aims at preparing an individual who is mentally, physically, spiritually and ethically integrated in the society. No longer is education confined merely to compulsory enrolment in the elementary education stage. It has extended to a more comprehensive

concept which includes the following:

a) To realize equality of opportunity for all citizens through obtaining a basic share of education for all, followed by different shares according to individual differences in abilities and attitudes revealed afterwards.

b) To provide equal opportunities through the process of education itself for treating social differences among students and their effect on the students' capacities for learning. Children from families of limited income and culture who have been deprived for ages of their right of education need more effort and care provided for them at school so as to alleviate the sharp differences which exist and really achieve democracy in education.

c) To ensure balance and equality between rural and urban areas in education in respect of opportunities, potentialities, teachers and educational and other facilities, and to avoid duality of school levels - a higher one in urban areas and a lower one in rural communities.

d) To consider duality of types of education, that is, general education on the one hand and vocational education on the other - in order to eliminate class

distinctions between different types of education.

Special care is given to talented (gifted) as well as handicapped children.

2) Another important feature of our life is that Egypt is a socialist country whose social and economic systems rest upon the following bases:

a) The socialist system in Egypt has to provide employment for males and females who fall within the age limit required for employment. These account for about 27% of the total population.

b) The economic and social development plans aim mainly at raising the standard of living of the people, and at th e same time coping with the rapid increase in their numbers. Consequently, the educational system:

Inculcates respect for manual work and appreciation of production among the learners, making creativity one of the objectives of education.

Directs the educational process (partially) towards production and the promotion of the country's economy.

Education contributes to agricultral, commercial and industrial training with a view to the promotion of production standards.

3) Because of the geographical situation of Egypt on the cross-roads of Africa, Asia and Europe, and because of overlooking the Mediterranean and the Red Sea, and of having the Suez Canal which is a vital waterway for trade between East and West, Egypt has adopted an open door policy, culturally, economically and politically.

On the other hand, this geographical situation has tempted the Big Powers to try to interfere into Egypt's own affairs. Hence, one of our major objectives is to safeguard our independence, free will and international personality in order to play a positive role in the world without alignment.

These facts are reflected in our curricula which aim at:

a) Keeping pace with world progress by benefiting from the achievements of progressive countries, utilizing modern technology and modernizing information and experiences presented to the learners.

b) Realizing productive cultural cooperation with Arab, African and Asian as well as friendly western countries with the aim of achieving mutual understanding and world peace.

4) Our educational system has to cater to the needs of a nation of more than 40 million, 92% of whom live in towns and villages on both banks of the Nile and its Delta, that is to say, occupying about 4% only of the total area of the country which is mainly covered with deserts. Thus, Egypt suffers from a large population confined within very limited boundaries. The annual rate of increase amounts to about 2.7 for every 100 persons, which is one of the highest rates in the world.

This fact has had its impact on our educational system which has to provide education for every child within the compulsory school age (6-12).

Therefore,one of the aims of education in a developing country like Egypt under the existing conditions, should be to inculcate an awareness of the population problem and its impact and the inevitable need for birth control.

5) Because of the role Egypt has played in the world human civilization for thousands of years, one of our aims of education is to develop the students' awareness of the contributions of their ancestors to human civilization and the efforts exerted nowadays to fulfill world peace for the realization of progress and welfare.

III. Educational Administration

Authorities Responsible for Educational Policy :

The organizations responsible for educational policy and planning are:

1) The National Council for Education, Scientific Research and Technology is responsible for drawing the national long-term policies and plans. This Council was established in 1974. It is consituted of the apices of institutions concerned with matters of education. It is directly answerable to the President. Members of the Council are: The Ministers of Education, Scientific Research and Culture, a number of the leaders of thought and culture in the Country and some members of the Educational Committee in the People's Assembly. The Council serves as an advisory body for the President on the National Policy in the fields of education, culture and scientific research. Its recommendations are submitted to the President before they are referred to the government for implementation within the available potentialities.

2) The Ministerial Committee for Education, Scientific Research and Man power is responsible for studying and discussing the policies and plans of the education, research and man-power sectors. It also

studies the laws and legislations related. Moreover, it investigates the policies of educational and technical exchange and cooperation with other countries.

3) Education Committee in the People's Assembly studies the educational draft laws and follows up their execution.

4) The National Center for Educational Research is an independent institution. It has a direct relation with the Ministry of Education. The Minister of education is the head of its board of directors.

Ministries involved in Education

Training outside the Ministry of Education is developing rapidly both on a parallel structure with the formal system and on a non-formal basis.

The Ministry of Industry program is systematically supervised by both the training center staff and the employers' representatives. The training of apprentices in 101 trades is carried out in accordance with a pre-set plan and trade classifications.

Instructors are trained at the Industrial Training Institute administered by the Ministry of Industry. Most of the graduates are successfully working at vocational training centers and in industrial plants supervising apprentices. The curricula of the Institute are soundly developed.

The Ministry of Housing and Reconstruction is also developing its own training capability. It has at present four vocational training centers for building trades. The one-year course is being reduced from one year to 3-4 weeks and 4 months supervised on-the-job training to help meet the shortage of building trade workers.

The Ministry of Health training programs could be classified as former rather than as non-formal. These programs are complementary to the universities' health education programs conducted in seven faculties of medicine, three of dentistry, five of pharmacy, and in two nursing institutes (degree level). Middle-level personnel are trained in 5 health institutes, 135 technical nursing secondary schools, and 22 other specialized institutions.

The Ministry of Agriculture and Land Reclamation effort has concentrated on upgrading programs for trained personnel with little attention to courses for the farmers themselves. Of the 11 Ministry of Agriculture training centers five give some attention to training farm leaders and two have subsidizing programs in training laborers to semi-skilled level. Extension advisory services for about 5,000 higher education graduates are provided at provincial, district and village levels.

The Ministry of Social Affairs carries out pre-vocational training courses for rural boys and girls in simple trades for the former and home economics for the latter; a six-months' course for boys and a two-year course for girls.

The Control of Education on the Local Level:

The local government law of 1960 and its amendments envisaged a program of decentralization from the ministries to the governorate and local council levels, but complete transformation has not yet been achieved save the primary stage. Out of the law provided for governorate, town and village councils, as to their role in education, three main points should be mentioned.

First: Though higher education is beyond their responsibility, the law requires their consultation in the establishment, transfer or abolition of any regional university.

Secondly: For the establishment of private schools, all executive functions performed by the Ministry of Education have been delegated to the councils.

Thirdly: They are responsible, as stated by the law, for the establishment, equipment and management of pre-school institutions in their area.

The Role of the Educational Zones:

Acting for the Ministry of Education on the local level are the Educational Zones, which were established

in 1939. They are organized along similar lines as the Ministry. Their responsibility is to plan for the development of education according to the needs of the area, to make full use of local financial resources in educational schemes and to encourage people to take part in education activities. Each zone is headed by a director appointed by the Minister of Education. Helping in the work of the zones are assistant directors and a corps of inspectors.

The Education Budget

The education budget a present amounts to almost L.E. 280 million, representing some 12% of the total national budget (this reaches 20% in most countries and exceeds this percentage in some advanced countries).

The annual recurrent expenditure rates per student amount to L.E. 19 for the primary stage, L.E.32 for the preparatory, L.E.88 for the general secondary, L.E. 105 for the technical secondary, L.E.100 for colleges with literary studies and L.E. 225 for colleges with applied studies. These rates do not exceed one third or one fourth of the corresponding rates in the Arab States or in the developing countries in general.

The following table shows the recurrent expenditure by level of education, and the cost per student per-year in each stage.

Table 1

Recurrent Expenditure by level of Education
(in 000 s L.E.)

Level of Education	School Year					Cost per student per year in L.E 1976-77
	1971/72	1973	1974	1975	1976	
Primary	50882	61110	67826	71754	93286	19
Preparatory	23058	27721	30765	33492	43779	32
Secondary						
General	13089	15758	17486	25531	32126	88
Industrial	6643	8023	8900	10148	12925	121
Commercial	4631	5608	6220	5496	7171	40
Agricultural	2885	3514	3895	5413	6729	150
Teacher Training	3218	3913	4338	6880	8787	214
Total	104406	125647	139430	158704	204803	

IV. System of Education

The structure of education in Egypt is based on the system of six years of primary education, three preparatory and three secondary years. Primary education is compulsory, the preparatory stage is general without any specification, while secondary education is divided into general secondary (science, mathematics or arts) and technical secondary (industrial, agricultural or commercial). There is a tendency towards prolonging the compulsory stage up to the preparatory stage, thus extending compulsory education to the age of 15.

The system o of education in Egypt is similar to the most commonly known system in American education. A brief account of each stage of education is given below.

I. Elementary or Primary Stage

Primary education in Eypt, as in many other countries of the world, is regarded as the base of the public educational system. It extends from age 6 to age 12, lasting for six years. It is compulsory, co-educational and free. It aims at helping the child achieve an integral and well-balanced development, physically, mentally, spiritually and socially. It also aims at the creation of

a good citizen, able to participate in a democratic society. It provides the fundamentals in Arabic language (reading and writing), general sciences, social sciences and mathematics. Syllabi are unified with some flexibility to meet rural and urban needs. Most of the schools are public. There is a final unified examination at the end of this stage, on the governorate level.

Near full assimilation will be achieved in 1981, by a general expansion of compulsory primary education to cover the preparatory stage by 1986. For the time being more than 85% of those who succeed in the Primary Certificate join th e preparatory stage.

The following table shows the number of pupils, teachers (by sex), schools and classrooms of the primary stage in the school years 1966-1967 and 1978-1979, showing the average rate of increase per year in the last twelve years.

Table 2

Primary Education No. of Students, Schools, Classrooms and Teachers by sex for the Years 1966/67 - 1978/79 and rate of the average increase per annum.

ITEM	School Year		Average rate of Increase per year
	1966/67	1978/79	
Pupils:			%
Total Enrollment	347610	4287124	2.97
Intake	639236	793072	2.01
Teachers:			
Males	48928	68947	3.41
Females	39019	58074	4.07
Schools	8714	11051	2.23
Classrooms	81164	107407	2.69

II. Preparatory Stage:

The preparatory stage is the intermediate stage between the primary and secondary stages. Education at this level is pr ovided free for the age group between 12-15. The aims of preparatory education are to serve

the developmental tasks - physical, mental, spiritual and social - of early adolescence, to serve as a selection base for the secondary school and prepare a good citizen who can earn a living. It also aims at the development of the students through various scholastic and social activities. It provides opportunities to promote students' interests and abilities and helps in deciding the most suitable kind of education for them in the future. The subjects of study, which appear to be of an academic bias, include religious education, Arabic language, one foreign language (usually English, French or German), history, geography, civics, mathematics, science, hygiene, art, music and physical education. There is a unified general examination at the end of this stage, also on the governorate level.

The following table shows the increase in the numbers of pupils, teachers (by sex), schools and classrooms of the preparatory stage in the school years 1966-1967 and 1978-1979, showing the average rate of increase per year in the last 12 years.

Table 3

Preparatory Education

No. of Students, Schools, Classrooms and Teachers by sex for the Years 1966/67, 1978/79 and rate of the average increase per annum.

ITEM	School Year		Average rate of Increase per Year
	1966/67	1978/79	
			%
Pupils:			
Total Enrollment	665321	1547308	11.05
Intake	223100	463483	8.98
Teachers			
Males	20168	28948	3.63
Females	5885	16044	14.38
Schools	1985	3329	5.64
Classrooms	19025	39657	9.03

III. Secondary Education :

There are two types of secondary education: general and technical :

A. General Secondary Education is an independent stage which provides free education for a selected group of boys and girls between the age of 15 and 18. The basic

requirement for admission to this type of education is the pupil's aggregate in the examination at the end of the preparatory stage. The main aim of this type of education is to satisfy the developmental needs of late adolescence, to prepare for good citizenship, to serve as a selection base for higher education. It could also be terminal for those who would like to start work for earning a living.

The courses of study comprise three years divided into one-year general courses followed by two years of special courses either in arts or science sections. Recently, courses in thd third year science section, have been subdivided into scientific and mathematics. Subjects of study in the first year include religious education, arabic language and literature, first foreign language, second foreign language (English, French, German or Italian), history, geography, mathematics, physics, chemistry, biology, art, physical education, practical studies and military training (for boys). In the arts section, the program includes: religious education, Arabic language and literature, first foreign language, second foreign language, history, geography, philosophy, sociology, economics, arts, physical education and practical studies. In the science section,

the program includes religious education, Arabic language and literature, first foreign language, second foreign language, physics, chemistry, biology, mathematics, physical education and practical studies. In third year, more stress is given to mathematical studies or to scientific studies according to the chosen division.

At the end of the courses of study, a general, unified examination is held all over the country at the same time, an d a General Secondary Education Certificate (GSEC) is awarded.

The following table shows the numbers of students, teachers (by sex), schools and classrooms in the school-years 1966-1967 and 1978-1979 and the average rate of increase in the last 12 years - in the General Secondary School.

Table 4

Secondary General Education.
No. of Students, Schools, Classrooms and Teachers by sex for the years 1966/67, 1978/79 and the average rate of increase per year.

ITEM	School Year		Average rate of Increase per year
	1966/67	1978/79	
			%
Pupils			
Total enrollment	234619	443075	7.40
Intake	86260	137022	4.90
Teachers:			
Males	9422	24880	4.82
Females	3171	5903	7.18
Schools	526	737	3.34
Classrooms	6597	10885	5.42

B. Technical Secondary Education:

1. Short-range system:

This system runs parallel to the system of general secondary education. The courses of study comprise three years, from fifteen to eighteen. It includes industrial, agricultural and commercial types. Its main aim is to prepare skilled workers in industry, agriculture and commerce. The industrial education aim is to provide industrial apprenticeship for work in various industries; the secondary schools of agriculture aim at providing agricultural technicians for the management of farms and to work in the agricultural departments of the Government; and the commercial education aim is to provide accountants and middle-management officials for both public and private enterprises.

This stage of education terminates in a general examination for which the successful student receives a diploma in his or her field of specialization. Some of the top graduates may be allowed to continue their studies in universities, according to a certain criterion.

Tables 5, 6 and 7 show the numbers of students, teachers (by sex), school and classrooms in the school-years 1966-1967 and 1978-1979, and the average rate of increase

in the last 12 years, in each type of the technical secondary school.

Table 5

Secondary Industrial Education (3 years)

No. of Students, Schools, Classrooms and Teachers by sex for the years 1966/67, 1978/79 and the average rate of increase per year.

ITEM	School Year		Average rate of Increase per year
	1966/67	1978/79	
Pupils			%
Total Enrollment	42338	125554	16.38
Intake	16650	46096	14.74
Teachers:			
Males	4315	12392	15.60
Females	105	1273	92.70
Schools :	103	128	2.03
Classrooms:	1364	3747	14.48

Table 6

Secondary Commercial Education

No. of Students, Schools, Classrooms and Teachers by sex for the years 1966/67, 1978/79 and the average rate of increase per year.

ITEM	School Year		Average rate of Increase per year
	1966/67	1978/1979	
Pupils:			%
Total Enrollment	56330	311528	37.75
Intake	20397	118161	39.94
Teachers:			
Males	2397	7967	19.37
Females	632	3878	42.80
Schools:	163	505	17.48
Classrooms:	1792	9030	33.66

Table 7

Secondary agricultural Education

No. of Students, Schools, Classrooms and Teachers by sex for the years 1966/67, 1978/79 and the average rate of increase per year.

ITEM	School Year		Average rate of Increase per year
	1966/67	1978/79	
Pupils			%
Total Enrollment	21142	50045	11.39
Intake	8065	18506	10.79
Teachers			
Males	1417	3631	13.03
Females	-	105	
Schools	48	57	1.57
Cla ssrooms	651	1497	10.83

2. Long-range Technical Education:

The courses of study of this type of education comprise five years from 15-20. It aims at training technicians in industry, commerce and agriculture. The study includes basic technical subjects, general education and practical training, in addition to summer training in firms. Only four schools of this type were established.

Table 8 shows the number of students, teachers (by sex), schools and classrooms in the school-years 1976-1977 and 1978-1979, for the 5-year secondary industrial schools.

Table 8

Secondary Industrial Education (5 years)
No. of Students, Schools, Classrooms and Teachers
by sex for the years 1966/67 and 1978/79

ITEM	School Year		Average rate of increase per year
	1966/67	1978/79	
Pupils			%
Total Enrollment	4998	5437	0.74
Intake	880	1582	6.64
Teachers			
Males	500		
Females	27		
Schools	4	7	6.25
Classrooms	142	188	2.70

Technical education is exceedingly expensive; it is triple the cost of general education. Schools are equipped with up-to-date laboratories and workshops.

Special Education :

The Ministry takes interest in the handicapped, both physically and mentally and plans special studies for them. It has provided institutes for the blind and partially-sighted in the primary, preparatory and secondary stages and has given them the same chances as normal students. There are 4 secondary schools for the blind, two for boys and two or girls. There is one secondary school for the partially-sighted in Cairo. It is a mixed one. There are also four preparatory schools for the blind and one for the partially-sighted. It is also a mixed one.

Concerning the deaf and partially hearing, there are about 24 primary schools and annexed classes for them. As for the mentally retarded, there are about 50 primary schools and annexed classes. Moreover, there are technical preparatory schools for training the deaf which amount to 16 schools and annexed classes. The total of handicapped students is more than 8000 in more than 900 classes.

The Ministry is preparing a study on the talented handicapped students and the most successful means to find these talents out at an early stage, to work for their development, as preliminary to drawing up a full-scale plan in this connection.

No. of Classrooms, Students and Teachers in the Schools for the handicapped

Educational stage	Type	Classrooms	Students	Teachers
Primary	Mentally retarded	312	2468	463
	Blind	79	574	124
	Partially-sighted	22	155	26
	Hospital-Invalids	17	185	22
	Deaf	291	2623	395
Sum		721	6005	1030
Vocational Preparatory	Mentally retarded	68	724	137
	Blind	8	45	11
	Deaf	57	612	114
Sum		133	1381	262
Preparatory General	Blind	15	183	42
	Partially-sighted	7	67	13
Sum		28	357	74
Secondary General	Blind	15	213	39
	Partially-sighted	6	101	16
Sum		21	314	55
TOTAL		903	8057	1421

V. Post-Secondary Education

Students who get their GSEC (General Secondary Education Certificate) and wish to cntinue their studies can apply either to universities or to intermediate higher institutes.

A. University Education :

The universities represent the light of thought in society, there lies the responsibility for training the manpower needed for social and economic development plans, conducting scientific research in order to solve national problems preparing cadres of teaching staff, and giving expert advice in all that interests society as they are centers of ideological and cultural illumination.

Thus, the objectives of University Education can be summed up in the following points:

1. Providing the qualified man-power needed for the social and economic development of the country.
2. Providing qualified professional leadership for both the government offices and the public and private sector.

3. Providing qualified man-power to meet the needs of the Arab world.

University Autonomy:

University autonomy is an admitted principle stipulated for in Egypt's constitution and in the university rules and regulations. It allows for maximum drive and independence in the universities. The universities enjoy academic freedom. They exercise self-management within the framework of the regime and laws of the nation. They apply controls and determine criteria for the evaluation of standards of performance. They are responsible for establishing courses and examinations and granting academic degrees.

Universities in Egypt :

Until very recently, there were two kinds of higher education: the universities and the higher institutes. Most of the higher institutes were combined in 1975 into Helwan Technological University. The existing universities are Al Azhar University , which is considered the oldest in the world (more than 1000 years old). It started as a theological university and expanded about 14 years ago (1964) to include other disciplines beside theological studies. Other universities are: Cairo

University (in 1925), Alexandria University (established in 1942), Ain shams University (established in 1950), Assiut University (established in 1957), El-Mansoura University (established in 1972), Tanta University (established in 1972), El-Zagazig University (established in 1974), Helwan University (established in 1975), El Menia University (in 1976), El-Menofia University (in 1976) and El-Canal University (established in 1976).

All universities have the usual classical disciplines such as medicine, engineering, science, arts, law, commerce, economics and political sciences, pharmacy, dentistry, agriculture, veterinary medicine and education, Helwan University, which has a technological nature, has disciplines such as industrial technology, agriculture, commerce and managerial science, secretarial studies, fine arts, applied arts, physical education, social work, postal management, petroleum and cotton technology.

The following table shows the intake, enrollment, and graduates by course of study in the universities of Egypt in the school-years 1976-1977 and 1977-1978, showing the rate of increase per year.

It is worthy to note that university education is

free. There is only one private university with tuition fees, and that is the American University in Cairo, established in 1920.

Graduate Studies: All universities, in all disciplines, provide graduate studies towards higher diplomas, masters and doctorate degrees.

Table 9

Universities

Intake, Enrollment and Graduates by Course of Study

for 1976/77 and 1977/78

Course of Study	Intake		Enrollment		Rate of increase %	
	76/77	77/78	76/77	77/78	Intake	Enrollment
Arts	7883	8066	43694	44316	2.32	1.42
Law	9909	8710	41226	46994	-12.10	13.99
Commerce	14082	14597	99266	105035	3.66	5.81
Arabic Studies	1150	2398	3981	4675	108.52	17.43
Education	5826	4861	32776	39669	-16.56	21.03
Sciences	2999	3944	13704	14997	31.51	9.44
Engineering	6401	6640	52228	53385	3.73	2.22
Agriculture	6515	6572	37162	36645	1.03	-1.39
Veterinary	1004	1016	5347	5841	1.20	9.24
Medicine	3819	4191	34143	27310	9.74	9.28
Dentistry	385	475	3779	4109	23.38	8.73
Pharmacy	1011	995	7405	8379	-1.58	13.15
Economics	496	249	2468	2351	-49.80	-4.74
Others	5614	5431	31173	29493	-3.26	-5.39
Total	67094	68127	408352	433199	1.54	6.08

B. Intermediate Higher-Institutes:

This is a unique stage between secondary education and university education. It is a two-year institute after secondary school, and sometimes five years after the preparatory stage. Establishments include:

1. Teacher-training Institutes:

To meet the expansion in general education, particularly at the elementary stage, the Ministry of Education established teacher-training intermediate institutes. Students study for five years, at the end of which they are granted a teaching diploma. Some of them specialize in physical education, music or art education.

2. Vocational Training Institutes:

This is a two-year program after secondary education. These institutes aim at training technicians, in a midde category between university graduates and skilled works, in various fields of specialization for both public and private production enterprises.

Some advanced students are admitted to appropriate university faculities, in order to carry on with their studies.

The Ministry is interested in providing these institutes with the necessary educational facilities.

It is also concerned with the training of their teaching staff and has called in foreign experts for their purpose.

VI. Teachers

No matter how ambitious the trends and objectives of Education may be, and how accurate or clear the educational policies and plans may be the teacher always remains the major factor in applying these policies, achieving these objectives and successfully implementing these plans.

The Egyptian teacher is a treasure for both Egypt and the Arab World; his contribution is infinite. He is a decisive eement in making the future of our society.

At present, there are over 230,000 teachers employed by the mMinistry of Education at different stages of education.

The following table shows the number of teachers for each level of education, by qualification and sex in school-years 1966-1967 and 1976-1977, showing the percentage of increase.

Table 10

Teachers by Qualification and Sex

Level of Education	School-Year	Qualified			Unqualified			Total		Percent. Qualified			
		Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
Primary	66/67	39140	31555	70695	9396	6004	15400	48542	37559	86101	80.6	84.0	82.1
	76/77	...	...	...	...	...	...	67246	59151	126397	..	..	...
Preparatory	66/67	12883	3826	16709	5950	1344	7294	18833	5170	24003	68.4	74.0	69.6
	76/77	12269	8138	20407	10048	4459	14507	22317	12597	34914	55.0	64.6	58.4
Secondary General	66/67	7087	2320	9407	1988	539	2527	9075	2859	11934	78.1	81.1	78.8
	76/77	8333	3419	11752	4527	1544	6071	12860	4963	17823	64.8	68.9	65.9

... Not available

Teacher Education

In order to keep pace with the serious and rapid development, the Ministry of Education is keen to prepare teachers for the different stages and types of education according to the highest educational and pedagogical levels. Thus, the preparation of teachers in Egypt runs as follows :

1. Teachers for primary schools:

These are prepared in the Teachers' Institutes. This is a five-year program after the preparatory stage. Some of the students specialize in physical education, music or art education. There are 67 schools of that type.

TheThe program includes subjects similar to secondary subjects. In addition, it covers subjects in education psychology, methods of teaching and the primary school curriculum.

The graduates are granted a teaching diploma. Some of the top graduates may be admitted to faculties of education and teacher training colleges, Helwan University, according to their brand of specialization.

The following table shows the numbers of students, teachers (by sex), institutes and classrooms for the school-years 1966-1967, and 1978-1979, showing the average rate increase per year in the teacher training institutes.

Table 11

Teacher Training Education

No. of Students, Schools, Classrooms and Teachingby sex for the years 1966/67, 1978/79 and the average rate of increase per year.

ITEM	Schools Year		Average rate of increase per year
	1966/67	1978/79	
Pupils:			%
Total Enrollment	42549	40595	-0.38
Intake	2053	9902	31.86
Teachers:			
Males	2728	2065	-2.03
Females	1383	1308	0.45
Schools	72-18	69+10	-0.83
Classrooms	1432	1209	-1.29

2. Teachers for preparatory and secondary schools:

1) These are prepared in the 16 faculties of education and the specific teacher training colleges. It is a four-year program. Concentration is given to subjects of specialization in the first two years, and to educational preparation in the last two years. The program terminates in B.A. or B.Sc. in the subject of specialization and education.

Each univesity mostly includes a faculty of education as one of its disciplines. Helwan University includes teacher-training colleges, of specific technical type such as fine arts, physical education, domestic studies and music.

The criteria for acceptance are the grades of the secondary certificate plus a special exam in the branch of the desired specialization.

The following shows the number of students of the Faculties of Education in the Academic Year 1977-78.

Table 12

University

No. of students of the Faculties of Education in the Academic year

Alexandria	4025
Ein Shams	6966
Assiut	7430
Tanta	3988
Mansoura	4015
Zagazig	6881
Minia	2613
Menoufia	2351
Helwan	5589
Al-Azhar	1470
Suez-Canal	190
Total	45518

2) Besides, there is a one-year program for university graduates to be qualified for the teaching profession in the faculties of education. The students are awarded a general diploma in education.

3) As mentioned above, top graduates of teachers institutes are allowed to join the faculties of education, in the second year, to be qualified to each in the preparatory and secondary schools.

4) In addition, there is an institute at Kubba, to train teachers for technical education.

Teacher Training

The trend in our system is towards raising the level of teacher-training owing to the changes in the roles and responsibilities of the teacher.

Research is being conducted on evaluating various programs and aspects of teacher education both for pre- and in-service education.

Teacher training is only the first step in the process of self-development, followed by other steps like supervision and professional growth in the job, through in-service training in the Ministry of Education and local departments in the governorates which plan and carry out systematic programs for teachers at all levels.

A consultative committee has been formed to achieve coordination between pre-service education and in-service training. This committee comprises university staff members responsible for teacher education and Ministry people responsible for in-service training.

In addition, opportunities are provided at faculties of education for teachers to study and

carry out post graduate research and obtain M.A. and Ph.D. degrees in education.

Study tours, and long and short-term missions are provided for teacher (especially teachers of foreign languages) to travel abroad to upgrade their proficiency.

The Ministry has drawn up a long-term plan for training teachers so that they will all be well qualified within the next five years.

It has also agreed with the faculties of education to organize training courses for educational leaders in order to raise their efficiency and renew their knowledge. Some schools are linked to the faculties of education to form new experimental schools.

In order to cope with the speedy development in teaching sciences, it was decided to organize a one-year training course for the teachers of that subject. This is done in collaboration with the Science Development Center affiliated to Ein Shams University.

A program has been planned to train unqualified

primary school teachers. In teacher training institutes in all governorates, through evening classes or through correspondence, they can get the same final certiicate as regular students.

Attempts have also been made to improve the status of teachers and to bridge the gap between the teaching profession and other professions in appointment, promotion and working conditions in the hope of making teaching attractive to young people of a good calibre.

As the Ministry is well aware of the necessity of providing a favourable material, social and psychological atmosphere to the teacher in order to enable him to fulfill his message in the best way possible, it has decided to reduce the fixed quota of teaching hours which has become 24 hours weekly instead of 28 for primary teachers, 21 hours instead of 24 for preparatory teachers, and 18 hours instead of 21 for secondary school teachers. A reward is given for every extra hour exceeding this quota. The expenses of implementing this system amount to L.E.45 million.

The government has planned to reform the employment structure of the teachers so as to eliminate any bottlenecks, particularly in senior positions. This is considered as part of the overall concept for employment reform in order to eliminate the problems endured by the teachers while providing them with equal opportunities.

VII. New Trends in Education

In attempting to fulfill our objectives, we have to try several courses and new approaches to break free from the traditional patterns and adopt modern ones. The most important of these are :

1. Innovation in Curricula

The National Center for Education al Research has studied the development of syllabuses in many subjects. Field research was carried out for the implmentation of these syllabuses and the new text books. Some of the innovations introduced in these syllabuses are the topics that are strongly related to our present life, such as population, environment, community education, probblem of food, and natural resources.. etc. Curricula development has also been geared towards the realization of horizontal and vertical integration for the various subjects in each stage.

Experiments have already been carried out in modern mathematics and integrated sciences. The National Center for Educational Research is doing its best to develop the system of evaluation and improve the methods of examinations. Experimentation

on new books for English, French and German languages are being carried out in a limited number of schools.

2. Education and the Environment:

If education is now to attain its real objectives, it is inevitable that it should be open to the influence of the social environment. This influence involves contributions to planning and curriculum development as well as to the introduction of new types of education, and comes about through co-operation with production and services organisations.

In this connection, the Ministry has had interchanges with a number of organisations and ministries. The Ministry has started specialized technical schools to meet the demands for trained manpower in various sectors. Among these are:

- Nursing technical secondary schools, in co-operation with the Ministry of Health.
- Dar-el-Salaam Technical Construction secondary School, in cooperation with the Ministry of Housing and Reconstruction.
- The Transport Secondary School at Wardan, in co-operation with the Ministry of Transport and Communication.

- The Commercial Secondary School for Salesmen at Munira, in cooperation with the Ministry of Supplies.

- The Commercial Secondary School for Legal Business at Eddaher, in cooperation with the Ministry of Justice.

- Maryout Agricultural Secondary School, in co-operation with the Ministry of Agriculture.

- The Commercial School for Social Insurance, in cooperation with the Ministry of Social Affairs and Insurance.

- The Commercial School for Banking, in cooperation with the Central Bank.

The Ministry seeks expansion of this type of education owing to its advantages, both from the point of integrating education, environment and society and from that of education economics for the optimum use of human potentialities wherever they are in society.

3.Basic Education

Basic Education represents a new pedagogical thought in the field of preparing children for good productive citizenship throughtout the early st..ges of education which extend from six to ten years. Basic education also aims at providing children with the necessary amount of values, codes of behaviour, knowledge, skills and vocational experience appropriate to different environments whether r urban, rural, desert or industrial. It should be possible for those terminating their basic education either to face life or continue to higher levels of education

Two main elements were initiated and emphasized as the backbone of basic education: the introduction of pre-vocational education and the orientation of science teaching towards application aiming at furnishing children with working knowledge and skills. The innovation nature of these measures arises from the fact that pre-vocational and related applied science education bring into the traditional curriculum a totally new domain of learning experiences which affect profoundly not only the structure of

the curriculum as it is traditionally conceived, but also the attitude towards teaching and learning implications in the traditional school practices. For many primary and preparatory pupils who do not receive any further education or training after leaving school, the pre-vocational and related applied science will remain the only exposure to this type of training. Those who continue in the system will learn how to think scientifically, how to value certain vocations and how to develop suitable attitudes.

The new plan of basic education in primary and preparatory schools necessitates the following:

- All subjects will be oriented towards life situations and the solution of specific problems
- Pre-vocational subjects have been introduced as a compulsaory part of the curriculum starting from the fourth grade till the ninth grade. They will be taught and practised for four hours per week in all grades of basic education except for the ninth grade in which they will be extended to five hours per week.

- Applied science teaching will start from the fifth grade till the ninth grade for four hours per week in all grades.

Pre-vocational Education :

1. Primary school pupils, both girls and boys, will be introduced to simple diversified pre-vocational subjects. On the basis of the resources available in the ocommunity, children talents and capabilities, and school facilities, the educational authorities in cooperation with the "parent and teacher" councils will select each year a number of training crafts. Each pupil will receive training in at least two crafts per year; girls' training should include home economics as one choice.

2. Preparatory school pupils, both girls and boys, will be introduced to four groups of modern and advanced pre-vocational crafts which will be selected by the educational authorities in cooperation with parents. Each pupil will receive training in two groups of crafts; girls' training should include home economics as one choice.

   Each of the four groups of the pre-vocational crafts will include the following:

2.1 Industrial crafts: woodwork and painting, metal work, mechanics and electrical work.

2.2 Agricultural crafts: gardening and planting, food industry, dairy products, poultry raising, agriculture, and agricultural cooperation.

2.3 Commercial skills: secretarial work, commercial relations and interactions, typing (mainly Arabic).

2.4 Home Economics : food and nutrition, household affairs, family relationships, child-care and dress-making.

3. Pupils will be evaluated by the pre-vocational teachers on the basis of their efforts, achievement and skills, If they fail to obtain adequate standards, they will continue their prevocational training during the summer holidays.

4. During the first phase of implementation, the pre vocational teachers will be available in the majority of primary and preparatory schools. The Ministry of Education will use skilled personnel already existing in iprimary and preparatory schools, such as agronomists, technicians, home-economists, typists, etc... . In-service

training courses will be organized for those teachers who have no pedagogical background to provide them with suitable educational knowledge and skills related to child rearing. Graduates of industrial, commercial and agricultural secondary schools will receive two years' training in the new pre-vocational education section to be established in all primary teacher-training schools. They will be taught and practice pre-vocational crafts for 12 hours per week and receive 26 hours per week of pedagogicl and cultural subjects as well as field training. They will subsequently be used by the Ministry as teachers of pre-vocational education in primary schools.

Uptill now, the number of primary schools applying basic education has reached 176, including 66 schools annexed to teacher-training institutes, in addition to 30 preparatory schools.

4. Unified Experimental Schools:

In cooperation with the German Democratic Republic, the Ministry has established a unified 8-year experimental school at Nasr City combining both primary and

preparatory stages. The syllabus at this school covers theoretical, practical and technological subjects. The first batch graduated from this school in 1976, and they are being followed up at the secondary school which they have now entered so that the experiment may be evaluated with a view to expanding it to other areas, if it proves a success.

5. Comprehensive Education :

In Egypt secondary education is classically divided into general secondary on the one hand and technical secondary (industrial, agricultural and commercial) on the other.

The Ministry intends to link education and commun ity needs, to combine theoretical and applied studies, to improve the training of students for practical life and to provide the different produ ction and service sectors with manpower in line with the requirements of the development plan. The Ministry has therefore conducted many studies which have revealed the need to find an educational formula for a secondary school, free of the traditional patterns, where science and the

humanities are taught as well as vocational and technical studies.

This type of school aims at the elimination of the differences between the traditional secondary and technical secondary schools by bringing them together in one place and correcting the current negative attitude towards technical education. In addition, it aims at catering for the individual differences between students in terms of abilities, inclinations and skills by varying the spheres of choice for them through the comprehensive school system.

An agreement was signed with the International Bank for Reconstruction and Development to establish a number of these schools. The project is restricted to two schools at Tanta, one preparatory and the other secondary, and a secondary school in Suhag.

6. Non-traditional Educational Patterns:

One-classroom or Two-class School:

In 1976 the Ministry started a project to apply a new formula to primary education in place of the usual tradition system, the aim of this project is to stop the sources of illiteracy, and to accomodate drop-outs who have left primary school before the sixth grade as well as those who have not attended school at all for one reason or another. So far about 1650 schools of this type, sharing the following characteristics, have been opened:

- Priority is given to the Kfur, Nijou and small villages of low population density, Bedwin concentrations and other areas deprived of educational services in order to spread education over the whole Republic.

- The syllabus is confined to Arabic, arithmatic, religious and health instruction. The teacher is responsible for bringing his/her pupils up to a given level at the end of each period.

- Children who attain a given educational level at this kind of school are allowed to move to formal schools at grades suitable to their educational level.

- Any suitable buildings or mosques are used for classes. Teachers are recruited from among imams, preachers, retired teachers or university graduates from the village doing their term of public service.

Evaluation of this experiemtn has shown that t there has been noticeable success.

7. Eradicating Illiteracy:

Illiteracy is one of the major problems facing developing nations. It is an inevitable consequence of imperialism, social injustice and suppression, which have been the cause of depriving broad masses of these nations of their right to be educated.

Illiteracy is not confined to ignorance of reading and writing. It is much more comprehensive and general: for instance, there are social and cultural illiteracy, professional illiteracy and political and national illiteracy.

Owing to their lack of realism and seriousness, scores of statements and promises that have been made since the 1920's have failed to combat illiteracy.

It is, therefore, now natural, or even necessary,

to deal in non-traditional ways with different approaches to the problem with the help of executive, popular and political organizations.

The logical approach should be based on the classification of illiterates into three categories:

First: The 6-12 age group for whom the responsibility lies, first of all, with the pedagogical and educational institutions.

Second: Illiterates working for the government and in the public sector for whom the responsibility lies with the organizations in which they work.

Third: Illiterates working in the national sector for whom the responsibility lies with the popular, trade unionist and political organizations.

8. School-Nutrition:

The Ministry has sought assistance from the World Food Programme and the U.S. Relief Organization in the form of flour, powdered milk, and protein-rich mixtures. It was thus possible to give children at the primary stage a meal in seven governorates. The following year, the Ministry has extended the

offering of this meal to 17 rural governorates. Foreign aid will total U.S. Dirs 45 million over the coming five years, while Egypt will bear a gradually increasing graded percentage of the expenses until it comes to bear the whole cost by the end of the five years.

Offering this aim to nearly 2,250,000 children has, first of all, a humanitarian aim in addition to considerations of health. Good results have been shown in reducing absenteeism and raising the pupils' capacity for learning. (Project No.2046 - International Food Program.)

9. The Village Press Project:

In 1975 the Ministry carried out a project for developing the press awareness in the Egyptian village under the name of "The Village Press". It aims at securing the participation of youth in every village in the spreading of the national, cultural and sanitary awareness and developing the village in every possible field.

One thousand villages would benefit from the project,

in which 4,000,000 villagers would participate on a voluntary basis under the control and management of the school press sections in every educational directorate.

VII. Cultural Cooperation on the Arab and International Level

For the sake of development, Egypt is going on its scientific and educational march in the field of regional and international cooperation.

Egypt forms an inseparable part of the Arab World, owing to its historical and cultural belongliness. Geographically, Egypt is also a part f the African continent. Thus, Egypt realizes its cultural responsibility towards the Arab and African twin-countries.

More than 30 thousand Egyptian teachers and professors are carrying their responsibilities in the service of the ministries of education and the universities of the Arab and African countries.

In Egypt, there are more than 50 thousand of Arab, African and Asian citizens receiving their education in the Egyptian schools and universities, side by side with their Egyptian brothers.

I In the field of international cooperation and cultural openness onto the world, more than eighty cultural treaties have been signed with the friendly countries,

in order to exchange pedagogical and educational experiences. Egypt also cooperates with the UNESCO and the ALECSO in many educational, cultural and scientific aspects, with researches, studies and experts.

Fields of cooperation and meetings, either on the regional or international level, will undoubtedly have their future fruitful effects on the movement of education, its growth and progress, for the sake of development and of preparing the integrated man.